



Academic Engagement of Blind Collage Students

Hilmi Yatun Solehah¹, Meydina Muharramah Putri Diliyanty², Angelina Kartini Agung Lestari³, Rudi Cahyono⁴

hilmi.yatun.solehah-2022@psikologi.unair.ac.id

Faculty of Psychology Airlangga University¹²³⁴

Abstract

This study aims to describe the academic engagement of blind students at Universitas Airlangga. Airlangga University which has strived to become a disability-friendly campus by providing special facilities. The method used in this research is qualitative with a case study approach. Respondents in this study were blind students at Airlangga University who had academic and non-academic achievements. The results of the study show that the description of academic engagement of students with visual impairments at Universitas Airlangga consists of three aspects; 1) vigor is characterized by a sense of enthusiasm and enthusiasm in doing assignments, discussing, and trying new things; 2) absorption is marked by focusing on academic activities based on one's own initiative; 3) dedication is marked by his enthusiasm to inspire others not only domestically but also abroad, also being involved in activities related to his lectures, feeling satisfied and proud of his decision to study in that department. Their limitations do not become an obstacle for blind students to be involved in lectures.

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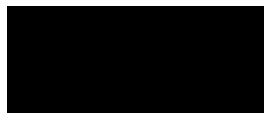
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INTRODUCTION

Education is crucial and the key to the quality of human resources in the future, so that each individual must fulfill it. Law No. 20 of 2003 Article 5 paragraph 1 states that, "Every citizen has the same right to obtain quality education". Furthermore, paragraph 2 states "citizens who have physical, emotional, mental, intellectual and/or social disabilities have the right to receive special education" (Depdiknas, 2003) . Based on this article, persons with disabilities also have the right to obtain quality education. Based on regulations issued by the Ministry of Research, Technology and Higher Education, students with special needs are classified into blind, deaf, disabled, autistic and learning difficulties, and attention and hyperactivity disorders are often known as ADHD (Attention Deficit Hyperactivity Disorder) . This means that every individual, including children with visual impairments, has the right to be treated equally on the basis of human rights, including educational services. Hasugian (2019) states that children need educational services that suit their individual needs.

Based on data from the Ministry of Education and Culture for 2016/2017 there were 2,070 schools. However, the number of inclusive schools and special schools is still insufficient when compared to the number of schools for children with special needs which reach around 1.6 million children. This limitation creates gaps so that it is increasingly difficult for children with special needs to have the opportunity to attend regular schools. This does not only occur in elementary and secondary schools, but also at the tertiary level. Students with special needs who wish to continue on to higher education still experience difficulties due to the lack of universities providing inclusive education (Sastradiharja et al., 2020) . In line with this, the 2014 State University National Selection (SNMPTN) mechanism, for example, still lists prospective students as not blind, deaf, speech impaired, and color blind. As a result, many persons with disabilities cannot continue their education to tertiary institutions.

The involvement of regular and disabled students has its own challenges. For students with disabilities, academic engagement arises as a result of collaboration between individual internal and external factors. According to

Reeve (2012) Academic engagement is a multidimensional structure that includes emotional, cognitive and behavioral dimensions. Academic engagement can be influenced by internal and external students. Things that can influence from within such as psychological capital, optimism, motivation, emotional competence (Myint, K. N., Khaing, 2020) supporting involvement from an external perspective are help from teachers, peer relations, closeness to parents and institutional conditions education itself (Wang et al., 2021) . Schaufeli et al., (2002) suggested that academic engagement is a positive , satisfying state of affairs, and related to work characterized by vigor, dedication, and absorption. Academic engagement according to Schaufeli et al., (2002) consists of: first Vigor which reflects a high level of energy at work, a willingness to invest effort in work, and persistence in facing difficulties. The two dedications are enthusiasm, inspiration, pride, and challenge. Third Absorption, namely exerting attention or focus when having to deal with academic activities.

Academic engagement refers to behaviors that are directly related to the learning process, for example attention and completion of assignments in class and at home or enhancing learning through academic extracurricular activities (Finn & Zimmer, 2012) . Academic engagement includes cognitive, emotional, and behavioral involvement (Fin & Zimmer, 2012) . The existence of high academic engagement can increase one's academic achievement (Johnson & Sinatra, 2013), improve students' school adjustment abilities (Fredericks et al., 2004) , and feel enthusiastic, proud, and tend not to drop out of school vice versa. Through the explanation above, it can be seen that academic engagement can be understood as one of the important factors to be able to achieve good academic achievement.

Based on research by Ardias et al. (2020) that as many as 53% of students with special needs at State University in Padang City do not get emotional, instrumental, informational, and friendly support from the campus environment, either from classmates or lecturers, as a result, students with disabilities feel underappreciated, underappreciated, being differentiated even

the campus becomes unpleasant to live in. This is what makes it difficult for students with special needs to get involved in academic activities.

Conditions like this encourage Universitas Airlangga to strive to be a friendly campus for students with special needs by providing special facilities and according to the provisions based on PUPR Ministerial Regulation No. 14/2017. The availability of special facilities for students with special needs is intended so that they can continue to fulfill their right to education and can remain involved in activities in the academic world. One of the students with disabilities who had extraordinary achievements was Yahya Muhammed Bah, a student with disabilities who won the title of best graduate of Doctor of Social Sciences at the 1st period of Airlangga University graduation in 2022. The limitations of students with disabilities did not become an obstacle for students to be involved in lectures. In line with Aulia and Nurdibyanandarul's research (2020) it shows that blind students have a GPA > 3.00 which can take part in all learning in lectures; join the organization; even have the desire to S2 with a scholarship; writing book; have non-academic achievements (Asia Pacific champion in Japan); have expertise in music. This achievement proves that students with special needs can still make achievements and be involved in lectures.

As previously explained, the literature regarding the forms of academic engagement of students with special needs as a factor for achieving good academic achievement is not specifically discussed. Previous literature also tends to be oriented towards the obstacles experienced by students with special needs in undergoing lectures, therefore case studies regarding forms of academic engagement of students with special needs still require further research development. This causes researchers to be interested in discussing and exploring more specifically related to the academic engagement of students with special needs which is an important predictor for achieving good academic achievement.

METHOD

Study This use approach studies instrumental case with objective for understand form academic engagement student need special. Analysis study This use analysis thematic based theory in which the researcher compile thematic manual code based perspective theoretical Schaufeli et al., (2002). Studies case involve deep , intensive and focused exploratio sharp from incident (Wilig, 2008). Participant study This obtained with technique purposive sampling. Determination participant get help from lecturers, staff and personnel educator at the University. The criteria set _ are (1) students blind currently take S1 at Airlangga University; (2) have GPA > 3.00; (3) Participants own performance good in the field academic or non- academic. Selected One participant with willing DF initials following the data collection process more continu. Form containing agreement information about objective study, rights participant like confidentiality of data, and participation in nature volunteer has given at the start to participant. Deep data collection techniques study This done with use method observation and interview. Method recording observations used that is narrative recording with approach running record, where author will record behavior that appears. More Next, questions interview refers to the tool measuring SPQ developed by Finn et al., (1991). Interview to participants and 3 significant others with duration time for 1 hour.

No	Date and time	Time	Location	Interviewee
1	Tuesday, September 20, 2022	11:46 p.m	Lab Room, FIB	D F
2	Wednesday, September 21, 2022	10.40	In front of the Airlangga University Library	E
3	Thursday, 22 September 2022	11.50	Academic staff room	V
4	Friday, September 23, 2022	20.15 hours	Via Google meet	P

RESULT AND DISCUSSION

Vigor

The form of academic engagement included in this aspect is shown by the presence of high motivation in the learning process. High learning motivation can be a driving force for someone so that it creates desire, desire and high enthusiasm in the learning process to achieve a desired goal. Participants reported that one of the motivating factors for participants to have high motivation in the learning process was because it was better to have tried even though the results were not as desired than to accept failure because participants had never tried and tried something. According to the participants, a process is above all else, so that the challenges that exist in the learning process will further trigger the motivation of participants to keep trying to solve them. In addition, the encouragement given by the participants' mothers also became a source of external motivation that could strengthen and always provide support so that participants were able to undergo education as they are now.

"In my opinion. failed..but because trying is better than failing but not.. Ee.. Failed because I didn't do that huh"...

"I tried it myself and it worked, at first it was tiring having to be cheerful even though only his voice was visible"...

"I have to read this material..read this material..even though there is no schedule..if I really do..logically I do need it, sec".. "oh yes, do something that I really want, right..."

Even with their physical limitations, this does not necessarily make participants neglect their duties and responsibilities as students. Participants continue to strive to fulfill their responsibilities even more than other students. This makes the participant friends feel amazed at the enthusiasm and performance they have.

"..... "Capable (responsible), even more than ordinary children because sometimes there are children who don't participate in doing group work, but if Dhawy always does it (SO)"

“Dhawy is expressive, he is very ambitious. I see him being optimistic like that. His ambition is so cool. Even though he has such a limited condition, his enthusiasm for joining this doesn't seem to limit him like that. (SO)”

"Doing group work. Yes, discussion, join the work on google doc”

As an implication of their blindness, participants experience obstacles in visual function which results in participants experiencing limitations in their daily mobility. This makes participants need help, especially in carrying out tasks that must be completed using a laptop. Participants need a laptop or desktop that has a screen reader installed. This screen reader makes it easier for participants to access various applications on laptops to support the learning process and work on participant assignments. Help that comes from the closest people such as volunteers and parents can make it easier for participants in the process of doing assignments, participants can ask for help to mark or note the parts that need to be revised so that participants can remember these parts during the guidance process later.

" When doing assignments including this thesis, I use this laptop, right? It has a screen reader, right? That's why I didn't take off my earphones, because when the screen reader detected something, I was afraid it was leaking. It can be annoying. Eh, I'm like that, just type, ee, all kinds of things, then if there's a revision note, I'll do it... I usually print out the file, right? So, let the lecturer be able to scribble what you want to revise, right? Then I asked my mother for help for this, for the points where I was given a note, whichever. yes even during guidance I can remember "

"Before the thesis work on normal assignments on the laptop. You don't need any assistance at all. This is only script specific

"Auditors, yes... Then, erm, the ability to remember other people's statements means... not remembering other people's voices... remembering voices... they always make sense of something, if in reality it really can't be reached, yes, that person doesn't often meet you, so yes reasonable."

The participants' learning motivation in learning was very high. The motivation possessed by the participants such as enthusiasm and persistence was very visible when attending lectures. participants tried to listen to what was conveyed by the lecturer and asked friends beside them if the lecturer wrote or displayed material on power point slides. The friend next to him was asked to read what was on the slide. Likewise, when there is a discussion, sometimes participants join in to discuss and express opinions in front of friends and lecturers.

Absorption

Absorption is exerting attention or focus when having to face academic activities. The results of the study showed that the participants paid attention or focused when they had to face academic activities. Participants already have an educational plan that has been chosen for a better future even though they have limited vision. This was proven by the seriousness of the participants who were able to achieve a GPA of 3.9.

"As for the GPA so far I... Ehh 3.6 stay there. Oh. actually there was also 3.9s but it's just after that it's back again ehhe huh..that's okay.. "

The seriousness of the participants in facing all academic processes can be reflected in the achievements obtained, both academic achievements and non-academic achievements. Knowledge, abilities, skills obtained *from the learning process* are *academic achievements*, this is indicated by the GPA achieved by participants, while the range of non-academic achievements is much wider than academic achievements, this is shown by participants who have successfully published several novels. According to the narrative of significant others participants are also active and persistent in seeking information to build social relations in the form of joining existing communities and organizations. All of these things were done not under coercion or encouragement from other people, but at his personal will.

"He is also good in lectures... his grades are also good. his performance is also good... like us ordinary students. he also has many achievements..." (SO)

“he wants information about this about this, “I want it like this, ma'am, like this, ma'am”. I used to be in the student affairs section so when he really wanted to join the youth membership I told him this was the condition Dhawy happened to be at that time there was registration, what was it so there was info he wanted to know (SO)”

"Because of my own volition..so it's normal, right..oh yes, do something that I really want, right..."

“.. what he said in the early semesters was 'I want to go abroad, ma'am', I want to join this organization, I want that organization. He didn't see any boundaries. So I just keep cheering (SO)”

Dedication

While carrying out their role as students with disabilities majoring in literature, participants have the passion to inspire others not only domestically but also abroad, participants also admit that they are very happy to be involved in activities related to their studies and feel satisfied and proud of their decision to study in that department. because it can inspire people that their limitations are not a barrier to achieving what they want. For participants, being blind is not an obstacle to being able to pursue higher education and have a degree.

"Well, there I help foreign tourists who want to learn Indonesian and want to master slang."

"Helping foreign tourists who learn Indonesian is like this. when I took Indonesian language courses for foreign speakers”

"What do you do to help foreigners, you don't have to come from there, do you?"

"It's fun when I ee give you what it's called. ee looks at other people..we can also through poetry..comment on things that are hotly discussed in this country, you know..like that..or not..about whatever."

"Alhamdulillah I'm quite proud."

"oh the thing is like this...I'm really...quite proud...because I can inspire people right...so maybe I'll be very proud maybe later...for example...for example...I'm entrusted to teach bipa ka...or later I'll win the competition

writing a novel..won it, right..not just participating, right..it's very new..
Right. There's a timing.”

On the other hand, participants have the freedom to express themselves. This is indicated by the results of interviews conducted with significant others, which stated that the participants were people who were able to express their thoughts, so that the participants had published 3 books.

“D is expressive, he is very ambitious. I see him being optimistic like that. His ambition is so cool. Even though he is in such a limited condition, his enthusiasm for joining is like not stopping him like that... like singing along, joining yesterday's live stream, writing a book... already wrote 3 books (SO)”

This study aims to describe the academic engagement of blind students at Airlangga University including aspects of vigor, dedication, and absorption. The results showed that in the midst of physical limitations and challenges in the learning process experienced, participants showed their efforts and efforts to achieve their academic goals with the principle that it is better to fail because they have tried or tried than not trying to complete them at all. This is a reflection of the vigor aspects possessed by the participants. In addition to the intrinsic drive, the extrinsic drive, namely the mother and the facilities of the institution, also plays a role in causing the vigor aspects of the participants in their academics. Not only that, the image of vigor that is owned is also reflected in the persistence in carrying out any activity in lectures, whether in the form of individual or group assignments, or studying material that will be delivered by the lecturer or instructor before the lecture begins. Participants also try to apply learning methods to overcome their limitations so that they are not a barrier to keep achieving during this lecture. While working on their assignments and final assignments, the participants used a laptop with the help of a screen reader and were assisted by their mothers or volunteers from other selected students. This is in accordance with the statement of Ulmanen, Soini, Pyhältö, & Pietarinen (2014) the use of strategies to increase academic engagement individuals need to develop interactions with peers to be able to participate in academic activities.

Blind students who have strong conceptual knowledge will have difficulty following the speed of this instruction, unless it is fully verbal, therefore special assistance and instructions are needed for blind people in the learning process (Bardin, 2008). Through the senses of hearing and touch, blind people can overcome various obstacles in their daily activities, even though they are relatively slow. This is very dependent on memory, sense of touch, and sense of hearing (Sukawati & Budisetyani, 2018) . In line with this, Haq et al., (2020) stated that one way for blind people to get information is by listening, aids such as screen readers or screen readers make it easy for blind students to read material, do assignments and answer semester exams. (Sulistiyowati & Rafi, 2020).

Basically, the principles of learning methods applied to individuals with visual disabilities are the same as other individuals, but there needs to be emphasis and other modifications, for example by emphasizing the ability to learn with the help of technology and forming good relationships with the surrounding environment (Munir, 2007) . Deckner et al, (2006) stated that achieving an achievement requires enthusiasm and motivation to learn, including if people with visual disabilities want to achieve independence as the goal of their learning. According to (Santrock, 2012) , motivation is a process that empowers, directs, and supports behavior.

The results showed that the participants paid attention or focused when they had to face academic activities, this was included in the absorption aspect. Absorption refers to the ability to be fully engaged and focused on an activity without being distracted by external stimuli. Participants showed a desire to participate in various activities such as youth membership and other organizations. Participants said that they had their own desire to be involved in these activities, regardless of any boundaries. This indicates a strong intrinsic motivation to participate and develop oneself outside of the academic sphere. According to the acknowledgment of significant others that the participants were optimistic and enthusiastic about participating in various activities. Curiosity,

enthusiasm, optimism and interest will show positive emotions in learning (Skinner & Belmont, 1993).

The third dimension is dedication, in this aspect several things are reflected, namely enthusiasm in participating in the learning process or the process of doing assignments, besides that participants can become inspirations for others because they are able to publish 3 books. This is also confirmed by the recognition from significant others that the subject is an optimistic figure and enthusiastic about participating in various activities. Curiosity, enthusiasm, optimism and interest will show positive emotions in learning (Skinner & Belmont, 1993). Fredricks, Filsecker, & Lawson (2016) also stated that the most important factor in achieving academic success is student involvement in the learning process.

CONCLUSION

This research attempts to describe the form of academic engagement in students with special needs. It was found that their limitations did not become an obstacle for blind students to be involved in lectures. Forms of participant academic engagement, namely in the aspect of vigor, participants continue to strive to learn to become voice streams. read lecture material, are able to assume responsibility for participating in completing group assignments. In line with this, according to significant others, there is nothing that distinguishes him from other students. Participants have good performance and have many achievements. Furthermore, in the aspect of absorption the participant exerts attention or focus when having to face academic activities and on the aspect of dedication as long as the participant carries out his role as a student majoring in literature, the participant has a passion to inspire others not only domestically but also abroad, the participant also admits very happy to be involved in activities related to his lectures and feel satisfied and proud of his decision to study in that department.

Apart from internal factors, there are also external factors that can affect the academic engagement of students with special needs. One of the external factors that can affect academic engagement is a comfortable environment and

facilities for students. These things must be fulfilled immediately in order to provide comfort so that students with special needs can be actively involved in the world of lectures. If the tertiary institution does not pay the necessary attention to students with disabilities, then the potential for inconvenience in studying is not impossible to occur, which can lead to a lack of involvement of students in academic activities. Furthermore, research on academic engagement, especially on students with special needs, requires ongoing research, including follow-up studies that respond to the weaknesses of this research. The weakness in this study is that it only uses a single participant so that it cannot provide a detailed and comprehensive picture, so it is hoped that future researchers will increase the number of research participants with different types of specialties so that they can provide a more detailed and comprehensive picture of the data.

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